



D W DANIEL HIGH

1819 Six Mile Highway
Central, South Carolina 29630

GRADES 9-12 High School

ENROLLMENT 965 Students

PRINCIPAL Michael Thorsland 864-654-2362

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent
10

Good
0

Average
0

Below Average
0

Unsatisfactory
0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	85.2	84.5	86.2	84.0	82.6	82.9
Passed 2 subtests	10.5	11.2	11.1	9.5	10.9	10.4
Passed 1 subtest	2.9	3.2	1.8	4.4	4.2	4.1
Passed no subtests	1.4	1.1	0.5	2.2	2.3	2.2

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	198	99.0	194	43.3	203	89.7
Gender						
Male	96	97.9	96	47.9	103	88.3
Female	102	100.0	98	38.8	98	92.9
Race or Ethnic Group						
African American	23	95.7	25	4.0	29	75.9
Hispanic	3	I/S	1	I/S	1	I/S
White	169	99.4	164	48.8	168	92.3
Other	3	I/S	4	I/S	3	I/S
Disability Status						
Non-speech disabilities	8	87.5	13	7.7	12	50.0
Students without disabilities	190	99.5	181	45.9	189	93.1
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	3	I/S	194	43.3	0	N/A
English Proficiency						
Limited English proficient	1	I/S	1	I/S	1	I/S
Non-LEP	197	99.0	193	43.5	200	90.5
Lunch Status						
Subsidized meals	14	100.0	21	9.5	23	78.3
Full-pay meals	184	98.9	173	47.4	178	92.1

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	43.3	33.2
Seniors who met the SAT requirement	43.3	33.8
Seniors who met the grade point average	65.5	67.3

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 965)				
Retention rate	7.8%	No change	5.0%	7.3%
Attendance rate	95.9%	Up from 95.8%	96.4%	95.5%
Eligible for gifted and talented	17.2%	Up from 15.6%	11.7%	5.1%
With disabilities other than speech	9.8%	Up from 8.7%	8.6%	12.2%
Older than usual for grade	5.7%	Up from 4.4%	5.5%	10.1%
Suspended or expelled	1.1%	Up from 0.8%	1.9%	2.3%
Enrolled in AP/IB programs	32.7%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	2.6%	No change	1.7%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	0.0%	3.2%
Enrollment in career/technology center courses	288	Down from 384	599	433
Students participating in worked-based experiences	12.2%	Down from 14.1%	20.9%	26.3%
Career/technology students mastering core competencies	71.7%	Up from 63.0%	81.3%	74.9%
Career/technology completers placed	N/A	N/A	100.0%	99.5%

Teachers (n= 55)

Teachers with advanced degrees	67.3%	Down from 71.9%	61.9%	51.7%
Continuing contract teachers	96.4%	Down from 96.5%	81.6%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.8%	Up from 92.6%	86.6%	85.1%
Teacher attendance rate	95.6%	Up from 94.0%	96.0%	95.8%
Average teacher salary	\$44,575	Up 0.2%	\$42,109	\$40,303
Prof. development days/teacher	10.1 days	Up from 8.5 days	9.6 days	10.3 days

School

Principal's years at school	1.0	Down from 9.0	4.0	3.0
Student-teacher ratio	27.0 to 1	Down from 27.7 to 1	27.0 to 1	26.2 to 1
Prime instructional time	90.8%	Up from 88.7%	93.0%	90.1%
Dollars spent per pupil*	\$5,713	Up 1.3%	\$5,690	\$6,279
Percent spent on teacher salaries*	59.5%	Up from 57.3%	59.3%	57.8%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	84.1%	Up from 75.6%	89.0%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

D. W. Daniel High School, a recognized leader in student achievement, strives to prepare students to become well-rounded, responsible citizens by providing a broad range of educational and cultural opportunities in a safe, caring, community-supported environment. Daniel serves students from three distinct communities: Central, Clemson and Six Mile. From these communities comes a diverse student body of around 960 students in the ninth through twelfth grades. Approximately 82% of the students are white, 13% are African-American, 3% are Asian and 2% are from other ethnic groups. These students strive to uphold the "tradition of excellence" that has been evident at Daniel for years.

The student body at Daniel is traditionally very strong in academics, performing well on standardized tests against other schools in the state and nation. Fourteen different AP courses are offered that have a combined enrollment of over 125 different students. SAT scores at Daniel routinely rank in the top five among state high schools.

Daniel students also excel in extra-curricular activities. Students participate on the math team, academic team or mock trial team. They compete on the Biology Merit Exam or in foreign language declamation contests or submit writings for publication through our English department. Leadership is cultivated through AFJROTC, Youth in Government and Student Council. During 2002-03, a Daniel student was selected for Boys Nation and another was elected president of the South Carolina student council organization. Daniel students also excel on the athletic fields where, last year, Daniel teams won multiple region championships and a state championship.

A final area in which Daniel students excel is service learning. "The House that Daniel Built" was a Habitat for Humanity house built by Daniel students that was dedicated in April of 2003. This house was the first one in South Carolina built through Habitat's Youth United project. Other student groups such as Interact, Peer Counselors and Adopt a Cub organize food drives, plan parties for a local children's home and collect items for soldiers overseas.

Daniel students are supported in their endeavors by an experienced faculty that works very hard to bring the best out in everyone. Strong parent and community support is evident in the five booster organizations (academic, athletic, band, chorus and ROTC) that support different groups at Daniel.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	57	145	30
Percent satisfied with learning environment	96.4%	61.4%	72.4%
Percent satisfied with social and physical environment	70.9%	65.3%	60.0%
Percent satisfied with home-school relations	94.6%	73.4%	66.7%

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.